



## Week 5 Assignment:

### Overview

The purpose of the assignment this week is to reflect upon a variety of aspects with teaching with technology. First, the readings will guide you to examine practical ways to use technology activities to direct students to deeper understanding and reflection. Then the video clips will explore what “big thinkers” have to say about the future of education and technology. Next, you will reflect upon what you’ve learned throughout the course by posting comments to the discussion, personal wiki eportfolio, and the team Google site. Lastly, you will complete the course-embedded assessment reflection.

Again this week, you will update your personal eportfolio wiki. For this course, you will continue to use the personal wiki eportfolio that you created in EDLD 5306. You will update your wiki eportfolio once you’ve completed all of the readings, videos, and discussions associated with each week’s lesson.

### Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Assignment Week 5 - Part 1</b> Extends personal wiki eportfolio to include knowledge learned about the Week 5 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: <a href="http://www.albion.com/netiquette/corrules.html">http://www.albion.com/netiquette/corrules.html</a> . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio posting reflects an in-depth, substantive one-two paragraph	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review. <b>(max. 8 pts.)</b>	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the week’s topics. 5. Student sent the wiki link to the instructional	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. <b>(0 pts.)</b>

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	<p>update.</p> <p>4. Student sent the wiki link to the instructional associate for review.</p> <p><b>(max. 10 pts.)</b></p>		<p>associate for review.</p> <p><b>(max. 6 pts.)</b></p>	
<p><b>Assignment Week 5 - Part 2</b> Group Project -Team Scenario Reflection</p>	<p>1. Provide evidence each team member contributed to the team reflection. <b>(5 pts.)</b></p> <p>2. Team Google site/doc link sent to the instructional associate, shared with team members, and professor(s). <b>(5 pts.)</b></p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>- Includes rationale for the selection of each learning activity/unit and technology products selected for the scenario solution. <b>(10 pts.)</b></li> <li>- Includes rationale for the recommended professional development for the teacher <b>(10 pts.)</b></li> <li>- Reflection is a minimum of 6 paragraphs in length. The reflection may</li> </ul>	<p>1. Incomplete team member participation.</p> <p>2. Incorrect Google site/doc link; not appropriately shared with the team members, instructional associate or professor(s).</p> <p>3. Missing 1 of the components listed in the acceptable column. <b>(max. 30 pts.)</b></p>	<p>1. Incomplete team member participation.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. Missing more than 1 component listed in the acceptable column. <b>(max. 10 pts.)</b></p>	<p>1. Incomplete team member participation, late, or failure to submit content.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. General failure to follow expectations outlined in the "Acceptable" column of this rubric. <b>(0 pts.)</b></p>

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	<p>include text, video, photos, or a combination of mediums to fully reflect upon the team's scenario solution.</p> <p><b>(10 pts.)</b></p> <p>- Reflection shows connections and references to content learned in course; correct grammar, spelling, APA format.</p> <p><b>(10 pts.)</b></p> <p><b>(Total =50 pts.)</b></p>			
<p><b>Assignment Week 5 – Part 3 Course-Embedded Assignment (25 points)</b></p>	<p><b>Note: Reflection at a critical level means</b> writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/ assignment/ reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a</p>	<p>Student work contains the following:</p> <ul style="list-style-type: none"> <li>- 1 to 2 minimal errors</li> <li>- Demonstrates effort, some research, and some creativity.</li> <li>- Posting reflects a minimum of one short paragraph.</li> <li>- Posting mostly a recitation of facts from assignment.</li> <li>- Some evidence of prior knowledge referencing work experience, prior coursework,</li> </ul>	<p>Student work contains the following:</p> <ul style="list-style-type: none"> <li>- Numerous errors</li> <li>- Little effort, limited research, little creativity.</li> <li>- Posting reflects less than a paragraph.</li> <li>- Posting is not related to the content from the assignment.</li> <li>- Little evidence of prior knowledge referencing work experience, prior coursework, readings and/or assignments.</li> <li>- No mention of points from the</li> </ul>	<p>Student work is incomplete, late with completion, or shows a general failure to follow expectations outlined in the “Accomplished” column of this rubric.</p> <p><b>(max. 17 pts.)</b></p>

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	<p>recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b><u>Self – Assessment</u></b></p> <p><b>1. Critically reflect</b> (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.</p> <p><b>(3 Points)</b></p> <p><b>2. Critically reflect</b> upon the relationship between any new information you gained from the assignment with old information you previously held to be true.</p> <p><b>(2 Points)</b></p> <p><b>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?</b></p> <p><b>(2 Points)</b></p> <p><b><u>Learn as a Learner</u></b></p> <p><b>1. Critically</b></p>	<p>readings, or assignments.</p> <ul style="list-style-type: none"> <li>- Mentions one specific point from the assignment</li> <li>- Evidence the response directs the quotation, a question, statement, or a previous posting using APA style.</li> <li>- Cites some sources and references from assignments.</li> <li>- Writes primarily in narrative style with appropriate grammar.</li> <li>- This document is posted to the student wiki.</li> </ul> <p><b>(max. 23 pts.)</b></p>	<p>readings.</p> <ul style="list-style-type: none"> <li>- Little sources or references.</li> <li>- Little writing in narrative style and/or pervasive inappropriate grammar.</li> </ul> <p>This document is posted to the student wiki.</p> <p><b>(max. 19 pts.)</b></p>	
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	<p><b>reflect</b> (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. <b>(3 Points)</b></p> <p><b>2. Critically reflect</b> upon how you learn as a learner and how you assess your own performance in completing the assignment(s). <b>(2 Points)</b></p> <p><b>3.</b> How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? <b>(2 Points)</b></p> <p><b><u>Lifelong Learning Skills</u></b></p> <p><b>1. Critically reflect</b> (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.</p>			
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	<p><b>(3 Points)</b></p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences?</p> <p><b>(2 Points)</b></p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?</p> <p><b>(2 Points)</b></p> <p><b><u>Additional Criteria</u></b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site</p> <p><b>(1 Point)</b></p> <p>2. Mechanics</p> <p><b>(1 Point)</b></p> <p>3. APA Format</p> <p><b>(1 Point)</b></p> <p>4. Minimum of 3 References</p> <p><b>(1 Point)</b></p> <p><b>(max. 25 pts.)</b></p>			
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### Assignment Week 5 - Part 1 Instructions

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 5.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

## Assignment Week 5 - Part 1 Submission Content

<b>Your Wiki ePortfolio URL</b>	My Blog Post: <a href="http://pastartz.blogspot.com/2012/03/edld-53648035-week-5-video-and-reading.html">http://pastartz.blogspot.com/2012/03/edld-53648035-week-5-video-and-reading.html</a> My Week #5 Reading Post on the Wiki. <a href="https://pastartz.wikispaces.com/EDLD%205364%20Teaching%20with%20Technology">https://pastartz.wikispaces.com/EDLD%205364%20Teaching%20with%20Technology</a>
<b>Time and Date of Your Update</b>	My Blog Post: 3/27/2012, 9:58PM
<b>A Copy of Your Wiki ePortfolio Posts</b>  <b>(Copy and paste from your wiki eportfolio)</b>	<h2>EDLD 5364:8035 Week #5 Video and Reading Reflections</h2> <p>As I reflect on the videos and readings for 5<sup>th</sup> week of the Teaching with Technology course, I will say that they gave me pause to consider just how utilizing the best available technology may revolutionize teaching and learning. The Big Thinkers Digital Generation video speakers stretched my imagination farther than I had been willing to let it wander where education is concerned. Let us consider for a moment a time when... high speed broadband is readily available; every teacher and student has equivalent bandwidth at home and school; every student has a computer and , an iPod, a pad, and some sort of student response device, education will be vastly different. The teacher shortage will be a thing of the past because teaching in classrooms as we know them today will no longer be a standard practice. Instead of a teacher ratio of 1 to 22, perhaps, 1 to 222 via the magic of video conferencing, but it will seem like 1:1. It will be up to parents to be at home to provide guidance and ensure homework is turned in or hire a child care professional to do so. Grade levels will not be age dependent, but achievement based, adults and children alike will learn at their own pace. Not only will fewer teachers be required, but fewer everything. With so many available for so few positions, it is likely the American standard of living will drop drastically even as standards in third world countries increase... It is indeed an exciting time to be a teacher, but what types of jobs will our media smart students be rushing headlong to fill? The job scenario of the future: Is it really necessary for a company to pay an employee for an 8 – 5 position in a bricks and mortar office, when they can pay that same or another person far less to do more from wherever and whenever they choose as long as the contracted work is completed as requested and when requested? And because the Big Thinkers influence the political scenario and they forgot that plumbing, carpentry, construction, air conditioning, are technology jobs that require skilled laborers to meet the e infrastructure expansion needs of a growing nation...the infrastructure falls into disrepair....That isn't the kind of warm and fuzzy scenario, I thought I was going to imagine but it is certainly one that I hope the Big Thinkers, the financial analysts, the movers and shakers spend time analyzing in order to contrive a transition into a better American experience.</p> <p>Moving on to the readings, the 2007 book, <i>Using technology with classroom instruction that works</i>, led the reader through the use of effort rubrics and tracking charts as a way to help students learn to make the correlation that their final grades are directly proportional to their effort on homework, projects, and tests. The authors felt this necessary to move all students away from blaming failure on outside factors, by documenting and comparing their efforts over time to their grades. I hate to sound like a</p>

pessimist...but I jubilantly shared this with a teacher who was complaining her students just flat don't put any effort into anything....her comment was, "and this will make a difference how?? They won't record their true effort, they will just lie..." That was not the response I had expected... I didn't have an alternative to offer. In self-defense I will move on to the last reading of the course...

According to Harry Tuttle in the 2007 book, *Web 2.0: New Tools, New Schools*, the most promising contribution of web 2.0 tools is their ability to provide instant interactive, accurate, and high quality authentic assessment. Not just low level recognition assessments, but open ended, in depth assessments that accurately gauge the depth and breadth of person's or group's collective knowledge. In fact it is this single element of educational gaming environments that the Big Thinkers seemed to think will drive much of the change to the projected change to our education system. It isn't just the fact that the educational scenarios teach logic, reasoning, and content curriculum, but the fact that the assessments of skill and knowledge woven into the stories drive student to learn and do more in the game scenario without realizing they are taking a "test." In a similar way, student's blogs, wiki creations, collaborative project products speak volumes about a student's abilities, yet the experience is so engaging they willingly participate and do not realize they have been tested when it's all over. Their collective works become a testament to their overall knowledge and skill when archived for safe keeping and assessment reviews in the form of an ePortfolio. The ePortfolio becomes a much more accurate evaluation tool when considering grade promotions, job promotions, etc., than a single test on a single day, that may have been a very bad day for the student.

One of the most promising features of web 2.0 tools is their adaptability to provide just what diverse populations of students need, when, where, and how they need it. One of the most challenging features of using web 2.0 tools is determining the appropriate ways to use these tools to address the diverse student populations included in classrooms packed with increasing numbers of students as educational budgets continue to be cut. This course has provided many free tools ranging from simple word processing, to advanced class profilers complete with lesson builder tools to be sure all students needs are met; it has introduced me to learning theories and the research that dictates these tools can help improve student achievement when properly used by talented, well trained teachers using the learning theories as guideposts. I enjoyed the class, but I scared myself daydreaming about where Edutopia could lead.

#### Resources:

edutopia.org (nd), Big Thinkers: John Paul Gee on Grading with Games. Retrieved from: <http://www.edutopia.org/digital-generation-james-gee-video>, Oct. 5, 2009.

edutopia.org (nd), Big Thinkers: Howard Gardner on Digital Youth. Retrieved from: <http://www.edutopia.org/digital-generation-howard-gardner-video>, Oct. 5, 2009.

edutopia.org (nd), Big Thinkers: Sasha Barab on New Media Engagement. Retrieved from: <http://www.edutopia.org/digital-generation-sasha-barab-video>, Oct. 5, 2009.

YouTube.com (nd). Vision for Technology in K-12 Retrieved from: <http://www.YouTube.com/watch?v=Aho0G5Kf1w4>, Oct. 5, 2009.

YouTube.com (nd). Vision for 21<sup>st</sup> Century Learning Retrieved from: <http://www.YouTube.com/watch?v=Mirxkzkxuf4>, Oct. 5, 2009.

H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using technology with classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, G., & Schrum, L. (2007). Web 2.0 new tools, new schools. Eugene, OR: International Society for Technology in Education.

Posted by [Patricia Startz](#) at 9:58 PM  

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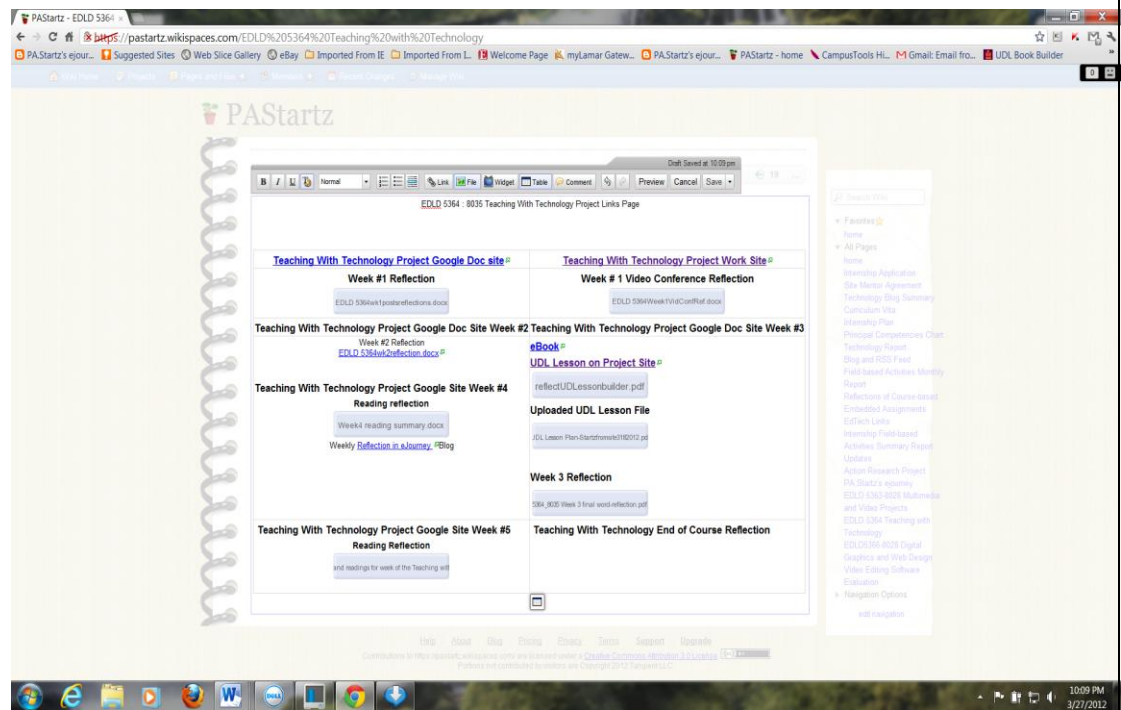
## 0 comments: Post a Comment

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My Wiki Post:

<https://pastartz.wikispaces.com/EDLD%205364%20Teaching%20with%20Technology>



## Assignment Week 5 - Part 2 Instructions

### Group Project – Team Reflection

Your task is to add a team reflection to the group Google site. Be sure to follow the guidelines below and consult the rubric for the assignment's criteria.

- Be sure to include the rationale as to why your team selected each type of activity/unit and technology samples as a solution for the scenario.
- Be sure to include the rationale for the recommended professional development for the teacher.
- Provide evidence that each team member has contributed to the content in the team reflection.
- Be sure the reflection is clearly identified in the team Google site.

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- You may elect to use a variety of media to share a reflection such as text, video, photos, blogs, or a combination thereof.
- The content should be a minimum equivalent of six paragraphs in length.
- So if you elect to use video, keep the script to no longer than a page.
- It is suggested that you record several short video clips or use a combination of video and text rather than one long clip.

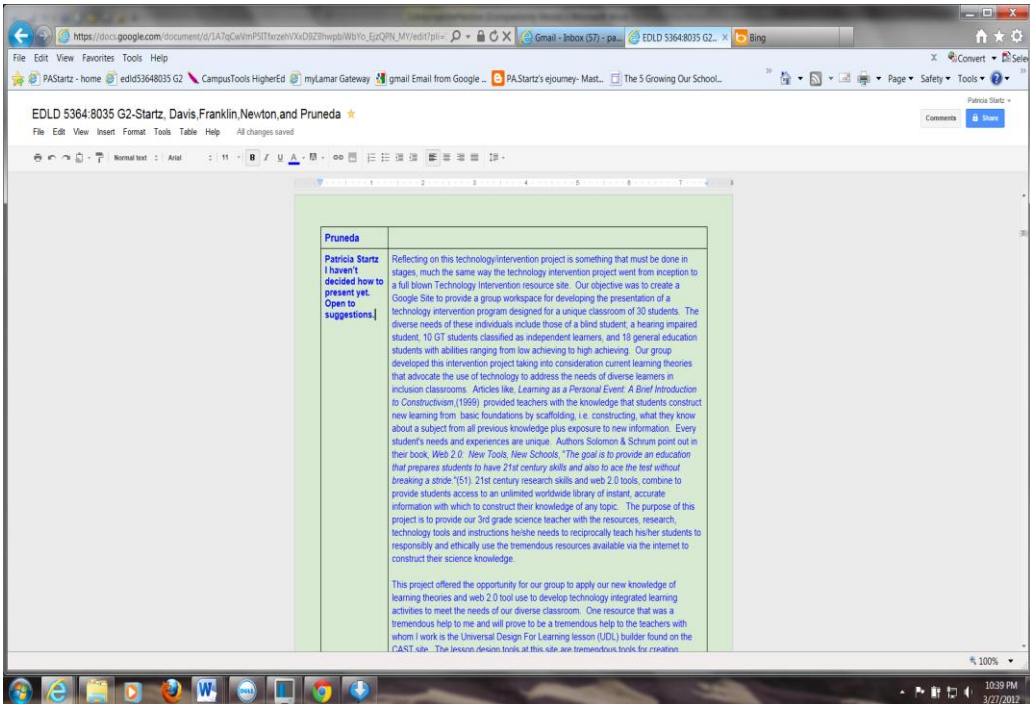
Once complete, the team leader should upload the reflection to the team Google site and send the link to the instructional associate.

**Each individual on the team will need to submit the content below to your IA via Epic Assignments. If you have questions, please contact your IA.**

### Assignment Week 4 - Part 2 Submission Content

In this space, you will provide the URL for the following:

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

<b>Your team Google URL</b>	<p><a href="https://sites.google.com/site/edld53648035g2/">https://sites.google.com/site/edld53648035g2/</a></p> <p><b>My reflection Post to Google Doc Site: 3/27/2012 10:40PM</b></p> 
<b>Time and date of completion</b>	4/1/2012 , 10:33PM

### Assignment Week 5 - Part 3 Instructions

## EDLD 5364 - Teaching with Technology

In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/eportfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. **Students should use and cite their textbook references as well as two additional references when writing each reflection.** The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

The assignment referenced in the document for EDLD 5364 – Teaching with Technology is as follows: As a campus professional development activity, create a wiki-based study group with 3-5 teachers, leading and supporting, who analyze data related to student learning, create a lesson using Universal Design for Learning at the CAST Lesson Builder <http://lessonbuilder.cast.org>, create a sample electronic book to share with your learning team members. Lastly add a team reflection to your Google site about the process of creating an electronic book. Share a blog/wiki reference document/site. Use your personal wiki eportfolio to post your Course-embedded Reflection. Include your team Google site as a reference.

### Assignment Week 5 - Part 3 Submission Content

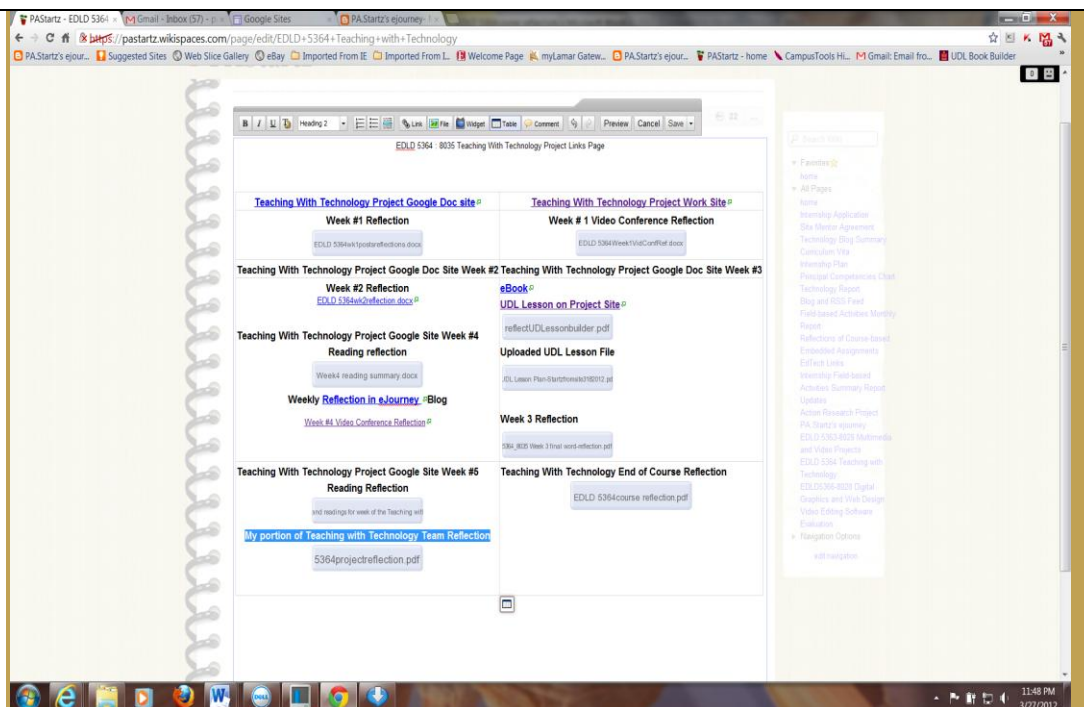
In this space, you will provide the URL for the following:

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

<b>Your personal wiki ePortfolio URL</b>	My Blog Post: <a href="http://pastartz.blogspot.com/2012/03/edld-53648035-end-of-course-reflection.html">http://pastartz.blogspot.com/2012/03/edld-53648035-end-of-course-reflection.html</a> My Wiki Post: <a href="https://pastartz.wikispaces.com/page/edit/EDLD+5364+Teaching+with+Technology">https://pastartz.wikispaces.com/page/edit/EDLD+5364+Teaching+with+Technology</a>
<b>Time and date of completion</b>	My Blog post: 3/27/2012- 11:41PM My wiki Post: 3/27/2012 11:48PM

**A Copy of  
Your Wiki  
ePortfolio  
Post**

**(Copy and  
paste from  
your wiki  
eportfolio)**



## EDLD 5364:8035 End of Course Reflection

EDLD 5364:8035 Course/Project Reflection

This course, Teaching with Technology is one that I have been looking forward to since I registered for my first Lamar graduate course in the Masters of Educational Technology program.

Borrowing from my project reflection...

*The quote that resonates the most as I complete this project is from the McREL Technology Intervention report on school wide technology reform. In that report, Pitler stressed...*

*Training must have an instructional focus that guides teachers to think first about their curriculum and second about how to integrate the technology into that curriculum... technology needs to be considered as a means to accomplish curriculum goals and an instructional tool, not as the goal itself." (A-4).*

*This project showed me how to do that and in turn how to help teachers realize 21st century instructional goals using technology. In making this statement, I can honestly say the course, Teaching with Technology, expanded my knowledge of current learning theories and challenged me, through the development of the Technology Intervention Project, to apply Tech. Facilitator standards, IIA-C as our group collaboratively designed and created a learning environment for teachers as a framework for their development of technologically enhanced learning experiences for diverse learners. These same activities demonstrate mastery of Tech. Facilitator standards III.A-E.; the inclusion of assessment and evaluation strategies for students and teachers is a demonstration of the application of Standard IV. Finally, the sum total project site and its work logs demonstrate Tech. Facilitator Productivity and Professional Practice which is an application of Standard V.*

This course has deepened my knowledge of Web 2.0 Internet tool uses and in fact will help me more fully develop my Action Research Project in addition to helping me help

my teachers better address the needs of their diverse classrooms. I now have a much better idea how to modify really good “flat” lessons with web 2.0 tools to support teachers in their efforts to move to learner-centered teaching practices. Thanks to the project and the course, I have a wealth of research based scenarios to share with my teachers. I also have the CAST UDL lesson builder site to with them to help them build better research based lessons that address the needs of the diverse learners in their classrooms of ever increasing size. I want them to know that according to many, many educational researchers, “Technology amplifies the resources teachers can offer their students,”(16).

I have created a detailed project reflection that should be considered as part of this course reflection. It is posted on my wiki at:  
<https://pastartz.wikispaces.com/file/view/5364projectreflection.pdf>

The collaborative process for the project of this course has taken its toll on me...it is very difficult to develop a complete high quality site when partners only manage a single 4 -5 hour stint in which they come and go for short periods. We attempted to use google doc voting tables for brain storming to compensate for this lack of joint planning time during the weeks of the project's implementation. It was better than nothing, but I feel that closer scrutiny will reveal shortcomings that could only have been addressed with the commitment of more time for the process by individual team members. I instituted effort action plans to try to make members accountable for their actual contributions to the project. I am not sure it did any good, and I have to be honest, once I realized setting dates and times during the week was useless, it was very hard to justify continued non-stop devotion that was keeping me up until 2 and 3 am each morning the first 2 – 3 weeks. This will inevitably be an issue with almost any collaborative effort; I will need to do more study in developing effort documentation to ensure credit is commensurately awarded with overall effort on a given project.

I cannot end the course reflection without mentioning how awesome the Big Thinkers visions of the impact of web 2.0 tools and gaming on the future of education may be. I am trying to stay focused on the positive impact these tools will have on all students as teachers learn to use these tools to meet their individual learning needs. Sites like the CAST site exist to provide free tools to help teachers profile their classes in order to customize appropriate learning activities for each type of individual. The CAST site even provides an online lesson builder tool and template, also for the purpose of customizing instruction to meet the needs of diverse student profiles. Busy teachers need these tools every day and the fact they are free is **HUGE** because with class sizes increasing and budgets decreasing, they are likely the only kinds of resources teachers will have to help them meet the needs of their students. See the links below for access to these free resources.

In closing, I will say that one of my missions in embarking on my eJourney for my Master's in Educational Technology degree was to learn about web 2.0 tools and how to utilize them to enable teachers to better meet the learning needs of their diverse student populations. This course goes a long way towards enabling me to mark that goal accomplished.

Resources:



H. (2005). *McRel technology initiative: The development of a technology intervention program final report* (Contract Number ED-01-CO-0006). Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from  
[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED486685&ERICExtSearch](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch)

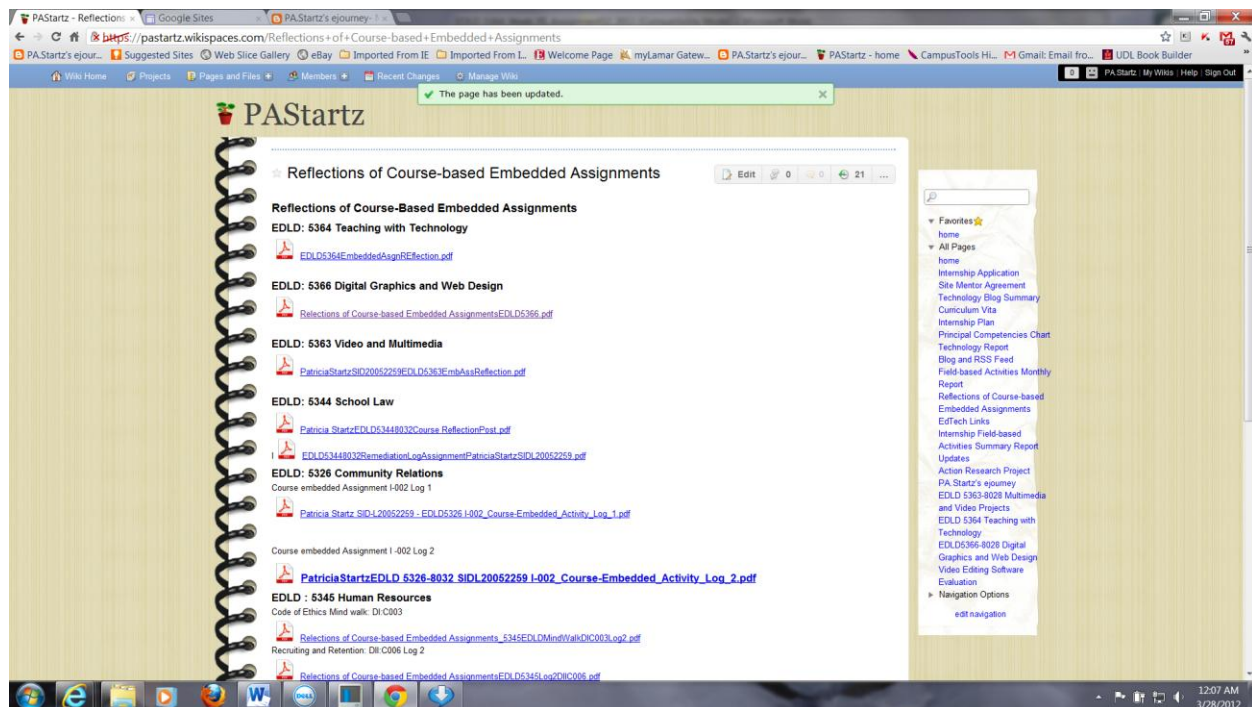


## EDLD 5364 - Teaching with Technology

h\_SearchType\_0=no&accno=ED486685.  
P (2012). 5364 Project Reflection retrieved  
from: <https://pastartz.wikispaces.com/file/view/5364projectreflection.pdf>  
for Applied Special Technology, (2009). <http://www.cast.org/index.html>

Center for Applied Special Technology, (2009). *Model UDL  
Lessons*.<http://udlselfcheck.cast.org/>

Posted by [Patricia Startz](#) at 11:41 PM    
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The screenshot shows a web browser window displaying the PAStartz website. The page title is "Reflections of Course-based Embedded Assignments". The page content lists several reflections for different courses, each with a PDF icon and a link to the document. The list includes:

- EDLD: 5364 Teaching with Technology
- EDLD: 5366 Digital Graphics and Web Design
- EDLD: 5363 Video and Multimedia
- EDLD: 5344 School Law
- EDLD: 5326 Community Relations
- EDLD: 5345 Human Resources

The page also features a sidebar with a "Favorites" section and a "Navigation Options" section. The bottom of the page shows a Windows taskbar with various application icons and the system clock indicating 12:07 AM on 3/26/2012.